

DOCUMENT RESUME

ED 165 421

EC 113 441

TITLE Self-Study and Evaluation Guide/1979 Edition. Section D-25: Leisure Education.

INSTITUTION National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

REPORT NO ISBN-0-912948-56-6

PUB DATE 79

NOTE 29p.; For related information, see EC 113 429-444 and CE 019 449-456

AVAILABLE FROM National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 (\$1.50)

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.

DESCRIPTORS *Accreditation (Institutions); *Blind; *Leisure Time; Program Evaluation; *Standards; *Visually Handicapped

ABSTRACT

Leisure education is the focus of accreditation standards for agencies serving blind and visually handicapped students. A self study format is used to examine standards in the following four areas: planning and organization, personnel, leisure education programs, and program evaluation. (CL)

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Section D-25

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SELF-STUDY AND EVALUATION GUIDE | 1979 Edition

Leisure Education

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped

79 Madison Avenue
New York, N.Y. 10016

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INSTRUCTIONS

PRELIMINARY STEPS. Two steps should precede the use of this section in a self-study.

1. All persons involved in the self-study should become familiar with *Section A, Manual of Procedures* for an understanding of the background and purposes of accreditation and the procedures to be followed in conducting a self-study using the various self-study and evaluation guides published by the National Accreditation Council.
2. Members of the self-study committee assigned to complete this guide should review the organization's statement of philosophy of service as a basic reference for the self-study.

RATING. In the parentheses () preceding each standard, enter the letter representing the final evaluation reached in the self-study. Often, improvements are implemented during the self-study. In such instances, the ratings selected should represent conditions at the end of the self-study.

E – Excellent. The standard is met fully or exceeded.

S – Satisfactory. The standard is met substantially.

A – Adequate. The standard is met fairly well but some improvements could be made.

P – Poor. The standard is met only partially and improvements should be made.

M – Minimal. The standard is met to a small extent or not at all and substantial improvements should be made.

NA – Not Applicable. The standard does not apply for reasons stated under *Comments*.

COMMENTS. Throughout the section, space is provided after groups of standards for written comments. An explanation of the rating or any important feature or characteristic of the program can be noted here. Also, the reason why a particular standard or group of standards is not felt to apply to the organization can be outlined.

PROGRAMMING FOR IMPROVEMENT. This concluding part of the guide contains seven questions which provide an opportunity to list the outstanding features of the program and how it benefits the persons served. The questions also call for a listing of past improvements and those which are yet to be accomplished. Plans for improvement initiated as a result of the self-study should be included.

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National Accreditation Council
for Agencies Serving the Blind and Visually Handicapped
79 Madison Avenue, New York, N.Y. 10016

Printed in the United States of America

ISBN 0-912948-56-6

D-25

SELF-STUDY AND EVALUATION GUIDES

This self-study and evaluation guide is designed to be used in combination with other guides, listed below, available from the National Accreditation Council. An organization undertaking a self-study in applying for accreditation needs to use the following. A, either B-1 or B-2, all C sections, those D sections for the services provided, an E form for certain staff members and F.

<u>Section</u>	<u>Title and Edition</u>
A	Manual of Procedures (1979)
B-1	Agency Profile (1979)
B-2	School Profile (1979)
C-1	Function and Structure (1977)
C-2	Accounting for Services and Finances (1976)
C-3	Personnel Administration and Volunteer Service (1968)
C-4	Physical Facilities (1975)
C-5	Public Relations and Fund Raising (1968)
D-2A	Orientation and Mobility Services (1977)
D-2B	Orientation and Mobility Services (Dog Guide Programs) (1968)
D-3	Rehabilitation Centers (1968)
D-4	Workshop Services (1976)
D-5	Social Services (1968)
D-6	Vocational Services (1976)
D-7	Production of Reading Materials (1970)
D-8	Rehabilitation Teaching Services (1977)
D-15	Preschool Services (from Birth to Six) (1979)
D-16	Other Service Program (1979)
D-20	Curriculum Planning and Evaluation (1979)
D-21	Program for Multihandicapped Students (1979)
D-22	Program for K-12 Students (1979)
D-23	Program for Independent Living (1979)
D-24	Educational Resources Program (1979)
D-25	Leisure Education (1979)
D-26	Residential Living Program (1979)
D-27	Health Services (1979)
D-28	Educational Diagnostic and Counseling Services (1979)
E	Individual Staff Member Information Form (1977)
F	Evaluation Summary and Report (1979)

Sections D-2A through D-8 are applicable primarily to "agencies" and D-20 through D-28 primarily to "schools." D-15 is used for preschool services in any setting. Similarly, D-16 is used by all organizations for services for which NAC does not have specific standards such as radio reading service or special summer program.

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ACKNOWLEDGMENTS

This self-study and evaluation guide was developed as part of a two year project to revise and update the *Self-Study and Evaluation Guide for Residential Schools* published in 1968 by the National Accreditation Council (NAC). The Commission on Standards, under whose purview NAC conducts standards projects, was fortunate in being able to benefit from the volunteer services of Dr. Geraldine T. Scholl, a member of the Commission and the principal consultant for the 1968 *Guide*, who chaired this project and its Coordinating Committee.

A subcommittee headed by Dr. Richard G. Umsted undertook the task of updating and expanding four sections of the 1968 *Guide* for school programs traditionally considered "non-curricular." Assisting Dr. Umsted were Henry Aldridge, Edward Anderson, Ruth Carpenter, Gary Coker, Gelene Kozlowski and Paul Lewis. Miss Kozlowski took the responsibility for drafting this section which replaces the 1968 *Section E, Student Activity Program*. In April 1977 the subcommittee reviewed the initial draft and in June of that year the Coordinating Committee approved it for use in a national review.

Six schools for the blind field tested the draft in the Fall of 1977 by using it in realistic self-studies conducted according to NAC's regular procedures. Much appreciation is extended to the following schools which completed the field tests: Department for the Blind, Florida School for the Deaf and the Blind; Mississippi School for the Blind; New York Institute for the Education of the Blind; St. Joseph's School for the Blind, Jersey City, New Jersey; Department for the Blind, Virginia School at Hampton and the Wisconsin School for the Blind. Also, two other schools used this draft in self-studies conducted in the school year 1977-78.

From these schools and from reviews by other individuals and groups, came many comments and suggestions for improving the draft. It is not possible to name all the individuals who provided such input but they represented all categories of school staff, parents and other knowledgeable persons. All of their ideas on this section were considered by the subcommittee when it prepared a revised draft in the Spring of 1978.

The revised draft was carefully reviewed in June 1978 by the Coordinating Committee which recommended that it be approved by the Commission on Standards. This was accomplished at the November 1978 meeting of the Commission. Later that month, the Board of Directors gave final approval to the draft and authorized its publication for use in NAC's accreditation program.

Sincere appreciation is extended to the following foundations whose financial support made the project possible.

The Bodman Foundation, New York, New York;
The J. M. Foundation, New York, New York;
M. D. Anderson Foundation, Houston, Texas;
The New York Community Trust, New York, New York;
Sunnen Foundation, St. Louis, Missouri.

Assistance to the Coordinating Committee and project subcommittee was provided by NAC staff. In particular, Dr. Richard W. Bleecker served as project director. The project administrator and general editor was Huesten Collingwood.

LEISURE EDUCATION

INTRODUCTION

Leisure time provides numerous opportunities for growth and for pursuing personally satisfying talents and interests. Residential school life provides many opportunities to educate students for a more meaningful and significant use of leisure. The goals of leisure education center around the achievement of individuality and personal satisfaction through exposure to and teaching of a variety of concrete leisure skills and activities.

Leisure education requires a developmental approach in order to be most effective. Since blind students are often prevented from experiencing play imitation and interaction due to vision loss, they may miss the opportunity to gain information about their environment in a rudimentary way. The leisure education program in a residential school should be structured to compensate for this deficiency. As students are provided with organized play activities, their curiosity and spontaneity are nurtured. Their confidence in themselves and interest in others blossom as play is used as a testing ground for self-actualization.

Play activities lead to the discovery that some things are more stimulating and exciting when done in pairs or in groups; from such activities recreational skills involving groups are developed and can be employed meaningfully during adult leisure time.

The leisure education program has the difficult task of establishing the intricate balance between the pursuit of leisure for fun and release of tension while still developing socially acceptable habits and outlets that are individually meaningful.

One of the measures of the effectiveness of the leisure education program is the observed growth in the students' decision-making abilities in choosing and pursuing leisure activities. A program that encourages and fosters healthy attitudes and teaches concrete leisure skills will help visually handicapped students live well-rounded and satisfying lives.

Because much of the leisure education program is implemented through the school's various curricular and residential living programs, provisions are needed to monitor the full range of students' leisure activities to see that, on the whole, they contribute consistently to achieving the purpose of the program.

In recognition of the lifelong values of assisting students to develop leisure skills, a qualified specialist should be employed by the school. This person should devote full time to directing and coordinating the program in close cooperation with residential and instructional personnel.

The coordinator also should participate in the development of a comprehensive budget for the program. This budget should make adequate funds available for

purchase of equipment, consumable materials and supplies, payment of incidental expenses and provision of transportation. Personnel expenses also should be included.

A leisure education program that encourages and fosters a healthy attitude and teaches concrete leisure skills and interests will help blind and visually handicapped students of all ability levels to enjoy well-rounded adult lives.

This self-study and evaluation guide is used by a residential school in the self-study for accreditation purposes along with other guides listed on page iii.

LEISURE EDUCATION

THE STANDARDS

1. PLANNING AND ORGANIZATION

- () 1.1 PHILOSOPHY. The leisure education program is consistent with the school's statement of philosophy of service as approved by the governing authority.

Comments:

- () 1.2 PURPOSE. The purpose of leisure education is to guide students to explore and interact with the environment, to develop their natural skills through instruction and practice in various recreational activities, to acquire positive and realistic concepts of self-esteem, to learn how to utilize their strengths and cope with their limitations, to develop social skills through interaction with others and to foster the growth of appropriate decision-making abilities.

- () 1.2.1 Carry-Over. The program is designed to maximize transfer or carry-over of meaningful, satisfying, socially acceptable and self-directed activities to the home and community.

- () 1.2.2 Statement of Purpose. The purpose of leisure education is clearly set forth in writing.

Comments:

- () 1.3 PLANNING. A variety of methods is used for systematic planning of leisure education.

- () 1.3.1 Long Range Planning. A written long range plan establishes major program goals and projects the human, physical and financial resources needed to achieve them.

- () 1.3.1.1 The major long range goals of leisure education are coordinated with the school's long range plans for all guided learning experiences including the residential living program.

- () 1.3.1.2 The plan extends for a specified time beyond the present school year and is updated at stated intervals.

Comments:

- () 1.3.2 Annual Planning. A specific written program and financial plan for leisure education is prepared for each fiscal year.
- () 1.3.2.1 The annual plan includes a statement of measurable objectives to accomplish the stated goals.
- () 1.3.2.2 The coordinator of leisure education and other appropriate personnel assist in preparation of the annual plan.

Comments:

- () 1.3.3 Individualized Education Program. The individualized education program for each student includes plans for leisure education.
- () 1.3.3.1 Information emanating from the leisure education program pertaining to initial assessment of abilities, instructional goals and periodic assessment of progress and achievements are incorporated into each student's central personnel record.

Comments:

- () 1.3.4 Short Range Planning. Personnel involved in leisure education maintain open channels of communication through conferences and exchange of written communications to facilitate day-to-day planning, problem solving, coordination with other school programs and taking advantage of leisure education opportunities that arise on short notice.

Comments:

- () 1.3.5 Coordination with Community Resources. Sustained efforts are made for the students' benefit to coordinate the school's planning for leisure education with all appropriate community resources.

Comments:

- () 1.3.6 Participation in Planning. Planning for leisure education is broadly-based with provision for appropriate participation by members of the governing or advisory body, school administrators, leisure education coordinator, teachers, houseparents, aides or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education and recreation agencies and the state department of education.

Comments:

- () 1.4 STUDENTS SERVED. All students participate in leisure education according to their individual developmental levels and abilities.

Comments:

- () 1.5 ORGANIZATION. The leisure education program is clearly and purposefully organized.
- () 1.5.1 Structure. The school's organizational chart locates this program within the school's administrative structure.
- () 1.5.2 Coordination. One staff member is assigned to coordinate the program among the classroom and residential living programs including all play, recreation and socialization activities.
- () 1.5.3 Assignment of Responsibilities. Job descriptions of all personnel involved in leisure education spell out their responsibilities for the program.

Comments:

2. PERSONNEL

- () 2.1 PARTICIPATION. Teachers, houseparents and others assist the coordinator of leisure education in providing leisure education opportunities.

Comments:

- () 2.2 COORDINATOR. The school employs a coordinator of leisure education who meets one or the other of the following qualifications (A or B);

A. Certification

- () 2.21A Possession of a valid state certificate in leisure education, recreation or therapeutic recreation or valid registration with the National Therapeutic Recreation Society.

B. Specified Preparation

- () 2.2.1B Graduation from an undergraduate or graduate degree program which specializes in therapeutic recreation, leisure education, recreation or closely related field, from an accredited college or university.

- () 2.2.2 Management Skills. The coordinator demonstrates skills in program administration and coordination of the efforts of a variety of school personnel involved in leisure education.
- () 2.2.3 Knowledge about Blindness. The coordinator evidences understanding of the leisure needs and abilities of blind and visually handicapped students including those who are multihandicapped.

Comments:

- () 2.3 TEACHERS. Teachers incorporate appropriate leisure education content and activities into curricular programs.

Comments:

- () 2.4 HOUSEPARENTS (CHILD CARE STAFF). Houseparents evaluate and guide students in selecting and pursuing personally meaningful and socially acceptable leisure activities.

Comments:

- () 2.5 AIDES OR PARAPROFESSIONALS. Aides or paraprofessionals are available as needed to provide a reasonable student/adult ratio for rewarding leisure experiences, supervision and safety.

Comments:

- () 2.6 VOLUNTEERS. Volunteers are utilized in leisure education.

- () 2.6.1 Administration. Volunteers are recruited, screened and selected, oriented, trained, placed, supervised, evaluated and given recognition in accordance with Section C-3, *Personnel Administration and Volunteer Service*.

- () 2.6.2 Assignments. Volunteers are assigned tasks which are appropriate to their interests, skills and training (check those of the following assignments given to volunteers):

- _____ Teaching activities such as swimming, bowling, camping, biking, skating, boating, hiking, sledding, skiing, dancing or crafts
- _____ Assisting in teaching skills such as hobbies, hair and skin care, fashion awareness, developmental tasks such as tying skate laces, playing with balls, toys, use of equipment, conversation practice
- _____ Assisting in practice of gross and fine motor skills
- _____ Serving as activity partners for playing games, going shopping, reading, attending dances, concerts, plays and other community events
- _____ Serving as leaders of groups and clubs such as 4-H, Scouts, Campfire Girls, Red Cross, radio club, sports teams, service club auxiliary youth programs, religious youth groups
- _____ Providing secretarial or clerical help
- _____ Other (specify)

Comments:

- () 2.7 SPECIAL INTERESTS OF PERSONNEL. On-going efforts are made to cultivate interest in leisure education on the part of teachers, houseparents, other staff and volunteers and to mobilize their varied backgrounds, talents and skills to guide student clubs and otherwise assist in leisure education activities.

Comments:

- () 2.8 INSERVICE TRAINING. Provision is made in the school's staff development plan for an on-going program of inservice training for all personnel involved in leisure education including teachers, houseparents, other staff and volunteers.
- () 2.8.1 Coordination. The coordinator of leisure education is involved in the planning and the provision of the program of inservice training.
- () 2.8.2 Visual Impairment. Information is presented about the effects of visual impairments on behavior and performance as related to leisure education.

- () 2.8.1 Multihandicapping Conditions. Information is presented about the impact on growth and development of the interaction of various handicapping conditions found among the multihandicapped students.
- () 2.8.4 Other. Other information, including safety and emergency procedures related to leisure education is included as appropriate for each category of participating personnel.

Comments:

3. LEISURE EDUCATION PROGRAM

- () 3.1 PROGRAM CONTENT. The instructional content of leisure education broadly covers play, recreation and socialization activities, sequentially presented according to the developmental levels, abilities and interests of the students.
- () 3.1.1 Multihandicapped Students. Many and varied opportunities are provided for multihandicapped students to participate in gross-motor activities and guided play experiences designed to encourage involvement, curiosity, spontaneity, knowledge of environment and group participation.

Comments:

- () 3.1.2 Concept Integration. Concepts of leisure education are incorporated into curricular and residential living programs and activities.

Comments:

- () 3.1.3 Student Options. Provision is made for student input into all aspects of the leisure education program.
- () 3.1.3.1 The program provides a choice of activities to students so that they have opportunities to make decisions directly influencing their meaningful use of leisure time.
- () 3.1.3.2 Provisions are made to respect each student's right to privacy.
- () 3.1.3.3 Opportunities are provided for recreational outlets from the pressures of academic and residential life.

- () 3.1.3.4 Participation in activities is voluntary for all students.

Comments:

- () 3.1.4 Socialization with Sighted Community. Students are taught skills and are involved in activities which enable them to socialize with the sighted community.

Comments:

- () 3.2 PROGRAM ACTIVITIES. Program activities are carefully planned and organized to contribute to the implementation of the individualized education program of each student.

Comments:

- () 3.2.1 Play Activities. The play activities of the leisure education program are designed to encourage students to interact with their environment, utilize all their senses, and combine movement and thought to seek and obtain information about their world.

- () 3.2.1.1 Play activities are structured to encourage the student to play according to individual needs and abilities.

- () 3.2.1.2 Guided discovery during unstructured time is encouraged to foster the student's curiosity and enjoyment of spontaneous stimulation.

- () 3.2.1.3 Play activities are designed to create opportunities for students to fantasize and use their imagination.

- () 3.2.1.4 The program provides creative play-inducing materials and equipment that are conducive to developing fine and gross motor skills.

Comments:

- () 3.2.2 Recreation Activities. The recreation activities of leisure education provide the students with opportunities to learn skills, hobbies, and physical activities and to pursue interests in a self-directed manner during their leisure time.

- () 3.2.2.1 Time and facilities are provided to practice recreational skills individually, paired, or in groups.

- () 3.2.2.2 A developmental approach is used in teaching recreational skills.

- () 3.2.2.3 Skills are taught for activities which can be pursued in the community with a minimum of special adaptation.
- () 3.2.2.4 The program provides for the learning and practicing of hobbies and skills that will continue to be satisfying and interesting into adult life.

Comments:

- () 3.2.3 Socialization Activities. Leisure education provides opportunities for students to interact with others to gain information, encourage intellectual and emotional growth and promote socialization skills.
- () 3.2.3.1 The activities foster student growth in the areas of demeanor, companionship, attitude, manners, and grooming.
- () 3.2.3.2 The program helps students realize how they appear to other people so that they may learn to modify behavior in order to be acceptable to others in social situations.
- () 3.2.3.3 The program provides opportunities to understand the function of clubs and to join social or service organizations both within the school and in the community.

Comments:

- () 3.2.3.4 Students are provided with opportunities to participate in a representative form of government, such as a student council.
- () 3.2.3.4.1 The school delegates specified authority to the student government.
- () 3.2.3.4.2 Provision is made for all students to participate in appropriate ways in the affairs of the student government.
- () 3.2.3.4.3 The student government assists in the formulation, and revision when needed, of its constitution, bylaws and rules of student behavior.

Comments:

- () 3.2.3.5 Each club or student interest group has adult sponsorship.
- () 3.2.3.6 According to the wishes of students and their parents or guardians, opportunities are made available for students to participate in religious activities.

Comments:

- () 3.2.4 Curriculum Related Activities. Leisure education complements curricular programs and capitalizes on the broad professional preparation, experiences, and interests of the faculty to integrate the activities of both.
- () 3.2.4.1 Forensics and drama are coordinated with curricular activities.
- () 3.2.4.2 Music taught in school is supplemented or broadened through special interest groups and concert attendance.
- () 3.2.4.3 Arts and crafts taught in the classroom are reinforced and broadened into life time hobbies, through the leisure education program.
- () 3.2.4.3.1 Arts and crafts supplies, equipment, storage space, and working areas are provided for activities pursued during leisure time.
- () 3.2.4.4 Field trips are coordinated to reinforce classroom learning, to increase knowledge of environment and community resources, and to expand the experiential background of students.

Comments:

- () 3.3 RECORD KEEPING. Records are kept by the leisure education coordinator to assist in planning and evaluating, to monitor human and financial resources, to evaluate student participation and performance, and to arrange suitable placement of volunteers.
- () 3.3.1 Safety. Information from readily available records pertaining to student medications, allergies, and limiting physical conditions is shared as appropriate with teachers, houseparents, and other staff and volunteers.
- () 3.3.1.1 Checklists are kept of student activity attendance to and from all off-campus activities and selected on-campus activities.

Comments:

- () 3.3.2 Activity Calendar. The leisure education coordinator prepares an accurate schedule of activities and calendar of events which is distributed to students, parents or guardians, teachers, houseparents and other staff and volunteers involved in leisure education.
- () 3.3.3 Expenses. Leisure education expenses are recorded to assess the costs of various leisure activities and to plan for replacement of equipment and materials.

- () 3.3.4 Student Involvement. Involvement in leisure activities is recorded to determine how leisure time is spent by students.
- () 3.3.5 Equipment Inventory. Records include up-to-date information on use suitability and availability of equipment and materials.

Comments:

4. PROGRAM EVALUATION

- () 4.1 PURPOSE. The school utilizes various systems for evaluation of the leisure education program to monitor the application of human and financial resources, to appraise the progress made toward program goals, to measure the extent of achievement of established program objectives, to ensure consistency with the school's statement of philosophy of service and to assess student performance.

Comments:

- () 4.2 SCOPE OF PROGRAM EVALUATION. Evaluation of leisure education is conducted systematically and includes all relevant factors affecting the program.
- () 4.2.1 Long Range Plan. Progress toward reaching the long range goals of leisure education is reviewed each year and the findings used to aid in revising and extending the long range plan for leisure education.

Comments:

- () 4.2.2 Annual Plan. The achievements of the leisure education program are measured against the specific objectives established in the annual program and financial plan and a review is made of the expenses of the program.
- () 4.2.2.1 The findings are used to aid in developing the next annual program and financial plan.

Comments:

- () 4.2.3 Resources. Evaluation of leisure education encompasses the adequacy of available resources including personnel, facilities, materials and equipment.

Comments:

- () 4.2.4 Evaluation Systems. The systems used for evaluating leisure education are themselves evaluated, from time to time, in terms of efficiency and effectiveness in achieving their purposes.

Comments:

- () 4.2.5 Program Evaluation Checklist. The evaluations of the leisure education program are made in relation to a number of significant factors such as (check those which are regularly included in evaluation of this program):

- _____ Clarity of purpose
- _____ Effectiveness of planning processes
- _____ Breadth of participation in planning, service delivery and evaluation
- _____ Organizational efficiency
- _____ Appropriateness of involvement of leisure education coordinator and other school personnel, volunteers and community resources
- _____ Adequacy of opportunities for students to interact with the sighted community
- _____ Adequacy of opportunities for students to make decisions
- _____ Suitability of program content for multihandicapped and other students
- _____ Sufficiency of range of play, recreation, socialization, and curriculum related activities
- _____ Findings of follow-up studies of former students to evaluate long term carryover values of relevant program elements
- _____ Other (specify)

Comments:

- () 4.3 SCOPE OF STUDENT ASSESSMENT. Provisions are made for timely assessment of progress in relation to the leisure education components of each student's individualized education program.
- () 4.3.1 Individualized Education Program. Student assessment procedures are an integral part of the process of developing and revising, whenever indicated, each student's individualized education program.

Comments:

- () 4.3.2 Relationship to Program Evaluation. The findings of individualized student assessment are utilized in evaluation of the schools leisure education program.

Comments:

- () 4.3.3 Student Assessment Checklist. Student assessments are made in relation to a number of significant factors such as (check those which are regularly taken into account in student assessment):
- _____ Developmental level
 - _____ Observed skills
 - _____ Student interest
 - _____ Adequacy of sequentiality of instruction
 - _____ Amount of participation in activities offered
 - _____ Recorded evidences of growth and progress
 - _____ Readiness for self-directed participation in school and community leisure programs
 - _____ Utility of assessment procedures and instruments
 - _____ Other (specify)

Comments:

- () 4.4 PARTICIPATION IN EVALUATION. Provisions are made for broadly-based participation in the evaluations of leisure education.
- () 4.4.1 Sources of Input. Provision is made for appropriate participation in evaluations by members of the school's governing or advisory body, school administrators, leisure education coordinators, teachers, houseparents, aides or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized staff and consultants, and personnel of local education and recreation agencies and the state department of education.

Comments:

- () 4.4.2 Structure. Evaluation of leisure education is conducted by means of established systems with assigned responsibilities including a committee headed by the leisure education coordinator or other designated individual.

Comments:

- () 4.5 UTILIZATION OF FINDINGS. Evaluation findings are summarized in writing and systematically used in the school's planning, budgeting and internal and public reporting activities.

Comments:

PROGRAMMING FOR IMPROVEMENT

Programming for improvement involves a continuous cycle of planning, implementation and evaluation. Accreditation is a structured method of evaluation and planning. When meshed closely with an organization's normal program and fiscal planning and evaluations, the accreditation process enhances the organization's capacities to effect improvements.

This final part of the Guide is intended to summarize and report on the principal findings of the self-study of the program evaluated on the preceding pages.

The first question is designed to elicit a listing of those features of the program which are deemed to be most outstanding.

Questions two through six are designed for the organization to summarize its program for improvement. Starting with a review of the recent past, these questions proceed through the present and into the future. Undoubtedly, the NAC self-study of this program has generated ideas for its improvement. Questions four through six are focused particularly on taking advantage of the momentum created by the self-study by setting forth a timetable for improvement which reflects or can be incorporated into the organization's normal planning system.

This summary will help the on-site review team to understand and to report on the program's strengths, the organization's recent achievements and its plans for the future. In this way, it also will assist the Commission on Accreditation in applying the following principle: if deficiencies exist, the organization is willing to remedy them and shows evidence of commitment to make the needed improvements in a reasonable time.

The "bottom line" for any human service program is its beneficial impact on the lives of the people it serves, and question seven asks about such impact. If the organization has conducted any recent follow-up studies, data from them as well as the broadly-based input received from participants in the self-study may be helpful in preparing this statement.

1. *What are the outstanding features of this program at this time?*

2. *What improvements or other changes were made in the fiscal periods from five years ago through two years ago?*

3. *What improvements or other changes were made in the most recently completed fiscal year?*

4. What improvements or other changes have been introduced in the current fiscal year? (Indicate which were made as a result of the self-study. Also, if they have not yet been completed, indicate when completion is expected.)

5. What improvements are included in the plan for next fiscal year?

6. What additional improvements are contemplated in the long range plan?

7. What impact has this program had on the persons served?

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SELECTED READINGS

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Avedon, Elliot M. *Therapeutic Recreation Service: An Applied Behavioral Science Approach*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.

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